

§1114 SCHOOLWIDE PROGRAM REQUIREMENTS

A. **COMPREHENSIVE NEEDS ASSESSMENT of the entire school §1114(b)(6)**

Summarize the result of your comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency:

Insert response here.

Bluff Elementary is a K-5 building of approximately 410 students located in Clinton, Iowa. Bluff is one of 4 elementary schools in Clinton. The Clinton Community School District has approximately 3800 students and a community population of twenty-five thousand people. Demographically, the city of Clinton is challenged economically with many families living below the poverty index. Over fifty percent of the student population in the Clinton district qualify for free or reduced lunch. Ethnically the district is approximately fifteen percent minority with an increasing Spanish-speaking population. Both the free/reduced status and ethnicity are well above state averages for the Clinton district. Bluff has a diverse population having over 43 percent of our students qualifying for free and reduced lunch, 10 percent in special education and approximately 17 percent minority.

Bluff Elementary complies fully with the district assessment plan approved by the Iowa State Department of Education.

- Multiple assessments are used to provide evidence that the school and all children in it are making regular progress toward the district academic standards and achievement goals of the district and the school improvement plan.
- Academic achievement in kindergarten and 1st grade is assessed by FAST in accordance with state requirements along with locally-developed curriculum formative and summative assessments.
- Students in grade levels from 2-5 are assessed annually with the Iowa Assessments, FAST and locally-developed curriculum formative and summative assessments.
- A huge strength of the district is the written curriculum in all areas and grade levels. The curriculum is modified and enhanced both horizontally and vertically each year. Starting in the summer of 2011 the curricula were further aligned with the newly adopted Iowa Core Curriculum Standards and benchmarks

and now include a preschool component. The pre-school component, which is aligned and articulated within the areas of language arts, math, and science, has adopted the Iowa Quality Preschool Program Standards by all preschools that are participating in the State-Wide Voluntary Preschool Program.

- There is an annual survey given in the spring of the year to Title I teachers and parents to evaluate the progress/effectiveness of the Title I program. These results are utilized in the development of the Parent Involvement Policy and modification/changes to this plan.
- Each year the school district improvement advisory committee (made demographically representative of the students in our district in all ways) convenes and makes recommendations about the focus of academic and program improvement within the district. Bluff Elementary has a Leadership Team and an Intervention team. Bluff also has a Positive Behavior Interventions and Support Leadership Team (PBIS). In addition, Bluff utilizes Professional Learning Communities teams at each grade level and we are implementing Multi-Tiered Systems of Support (MTSS) at all grade levels. (This is also known as Response to Intervention).
- As a result of the comprehensive needs assessment, Bluff will focus on Data Analysis and Intentional Instruction. Teachers will analyze assessment data formally every three weeks within their PLC's. K-1 analysis will include FAST, CBM's, Common Formative Assessments and RtI information. Grades 2-5 will include FAST, analysis of CBMs, Iowa Assessment scores in both Reading Comprehension and Math Total, and Common Formative Assessments and RtI information. The results from this data review will drive student instruction including skill deficit teaching and enrichment through individual and small group learning activities.

B. Coordination and Integration §1114(b)(5)

What are the federal, state and local services, resources and programs that will coordinate with or support this Schoolwide Plan (e.g. counseling, school-based mental health programs, specialized instructional support services, mentoring services, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, schools implementing comprehensive support and targeted support and improvement activities under 1111(d), and other strategies to improve students' skills outside the academic subject areas)

- Bluff has representation on the District School Improvement Advisory Committee and maintains a building Teacher Leadership Team that develops school plans and implements the Professional Development Goals of the district. All professional development is aligned directly to the district and school goals, and to best research-based practice. Empirical evidence is used to determine the best practice that teachers will study, master, and deliver. Bluff is driven by data gathered in classrooms, schools, and the district as a whole in determining the focus of the improvement plans.

C. Strategies-Opportunities for all Children §1114(b)(7)(i)

Describe the strategies that the school will be implementing to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111 (c)(2)) to meet the challenging State academic standards

- There are heterogeneous classrooms at all grade levels. Classrooms differentiate instruction to ensure that students are engaged, experience success, and increase expectations of themselves.
- Special needs students are integrated into general education classrooms for core instruction based on individual needs.
- Read Naturally is available for students who need additional reading fluency and comprehension support.
- Accelerated Reader is used in grades 1-5.
- The Talented and Gifted Program focuses on grades 3-5 for reading, math and interest. The TAG teacher will provide support for general education teachers K-5 as needed.

D. Strategies – Method and Instructional Strategies §1114(b)(7)(ii)

Describe the methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

- The district has a mission statement and educational philosophy that challenges and addresses staff to develop student talents and abilities and to raise student expectations and achievements in maximizing an individual's potential.
- District/school PLC'S and the principal leadership team select for focus teaching models and strategies that are identified in research and application instructions and value described in the work of Zemelman (et al), Tomlinson, Good and Brophy, Marzano (et al), Maiers, among others.
 - This includes phonemic awareness, phonetic word analysis, readers and writers workshops, learning centers, collaborative practice, focus lessons, guided instruction, independent practice, literature circles, guided reading, leveled reading, comprehension, and reciprocal teaching for comprehension (predicting, questioning, clarifying, and summarizing).
 - In mathematics, teachers use Cognitive Guided Instruction strategies including meta-cognition, hands-on learning, conceptual development at the concrete level and transitions to the abstract level, and skill integration across the curriculum. Teachers receive professional development and implement the Mathematic Core standards within the delivered instruction. Bluff also utilizes ST Math. ST Math is a computer-based learning program that all students use regardless of developmental level in grades 1-5.
- At Bluff students gain instructional time with teacher guidance by utilizing Read Naturally, Accelerated Reader, Title I, At-Risk, special education and paraprofessional help and other Tier 1, 2, and 3 interventions based on student need. Teachers also provide extra support during the day and before and after school.
- There are elementary math coaches within the district who provide instruction, model strategies in the classroom, and act as resources for all teachers.
- There is a literacy coach full-time at Bluff who provides instruction, models strategies in the classroom, and acts as a resource for all teachers.

E. Strategies- Students at risk §1114(b)(7)(iii)

Describe the strategies used to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include:

(Check the box and respond to all that apply)

- (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

- In addition to the strategies already mentioned, Bluff collaborates with various community groups to build confidence and efficacy among students who need extra support. Within the schools, students are selected to participate in the Early Risers and Student Adventures After School programs. There are evaluation tools present in each of these programs that will help in the modification of their structure and development. These tools along with achievement results will be used to determine whether the needs of each child are being met.

- (II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

N/A

- (III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

- Teachers at Bluff monitor student academic progress toward standard, benchmark, and objective mastery regularly. The schools know which students are likely to need support, and teachers provide it with extra classroom assistance, referral for Title I support, and the After School Program through our school-wide MTSS. Our School-Wide-Intervention-Team (SWIT) analyzes individual student data weekly to determine individual tiered supports.
- Guided practice occurs based on student assessment needs.

- Title I teachers are used to do quick assessments in determining the cause of concerns and then accept students in small flexible groups in the classrooms. The co-teaching arrangement rather than fixed groups enables Title teacher in responding more quickly than in previous delivery models. Title teacher monitors progress weekly through the FAST system.
- The curriculum format in the CCSD system entails many components. PLC teams will continue to determine essential standards, unpack the standards and use common formative assessments to assist in mastery for every student in the class.
- Formative and summative multiple assessments provide numerous data points and sources so interactions between teacher and student are solution-focused and clearly emphasizes student success.

- (IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and

- Professional development within the district for all elementary staff occurs weekly. Teachers are members of grade-level professional learning communities (PLC's) in accordance with our professional development model. Training occurs throughout the school year and during the summer within PLC's. The professional development focus includes the use of the gradual release model and comprehension strategies through professional instruction, modeling, small professional learning communities, and peer coaching; and recommended practices in reading, writing, and math. Over the past two years teachers have worked in PLC's to identify Power standards, essential skills, learning targets, instructional strategies, assessments (both formative and summative) and the processes for corrective instruction for those with skill deficits and enrichment learning for students who demonstrate proficiency on said skills.
- Veteran teachers in the building may participate in training and become mentors to beginning teachers as part of the DE approved Beginning Teacher Induction and Mentoring Program based upon the Iowa Teaching Standards and the district professional development goals.
- All teachers have experienced professional development connected to poverty effects and multicultural understanding, and Professional Learning Communities.
- Principals are part of a district administrative cadre that focuses and participate in studies on current relevant research regarding school reform and instructional practice.
- Paraprofessionals all are certified according to national mandates and continue to be part of the professional development process as well as being encouraged in continuing their own understanding of student development cognitively, emotionally, socially, and physically. They may choose to participate in professional development and recertification classes offered through the district in the areas of the district's language arts & math programs and technology integration of all areas.
- As we continue the full implementation of the Iowa Core for reading and math, K-5 teachers will continue to receive professional development training. Teachers will focus on the Iowa Core math domains and related instructional strategies, especially Cognitive Guided Instruction as well as the implementation of English-Language Arts Curricular Units.

- (V) strategies for assisting preschool children in the transition from early childhood education

Insert response here.

- Bluff seeks to inform parents about pre-school options and cooperate with private day care providers so information about hours, care levels, and costs are shared in a timely manner. The schools distribute information about the four year old preschool program.
- Jointly, the district and the pre-school providers in the community have adopted a common set of standards and benchmarks for pre-school students based on the Iowa learning standards for children ages three-five in the areas of language arts, math, and science.
- The district was awarded a grant that enables the district to offer 4-year old pre-school to any child in the community. This grant is renewable each year.
- Schools encourage pre-school children visiting the school before they enroll and use siblings to help pre-school children become familiar with the school facility. Several events during the year are family gatherings, so younger children can perceive the school as a friendly environment.
- The Clinton Community School District is the recipient of a Statewide Voluntary Preschool Program for Four-Year-Old Children Grant. All four-year-old children in Clinton are provided a quality preschool experience at no cost.
- Beginning in 09-10, all CCSD four-year-old Early Childhood Special Education students receive instruction in the preschool setting, including Head Start. ECSE and preschool teachers co-teach in this integrated setting. Within this context, numerous four-year-old to kindergarten transition activities will occur throughout the year.

F. Parent and Family Engagement §1114(b)(2) and §1116

Describe how the school will involve parents and family members in the development and evaluation of this plan; planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance; programs that reach parents and family members at home, in the community, and at school.

Insert response here.

- Bluff embraces parents and their involvement. Bluff will increase involvement through: expanding the tutoring and mentoring programs and special activities connected to parent-teacher conferences about student progress, a greater presence of parents at all activities including classroom, school-wide and night time activities. Teachers will share successful practices that increase parent interest in attending and participating in classroom and school activities at building and district level meetings. A

Parent/Resource library is available and usable by all parents and staff. Bluff Elementary has a very active PTA.

- Parents will continue to be recruited to help meet Bluff's needs. Bluff Elementary feels that this is an important goal that only helps to strengthen the home and school connection. Various activities are planned in collaboration with the PTA. There will be informational sessions dealing with relevant issues. Book fairs are held three times per school year to support reading.
- Bluff has an active Parent Teacher Association that meets on a monthly basis to discuss school needs, concerns and accomplishments. Guest presenters are invited to discuss issues such as internet safety, love and logic, etc. These meetings also act as a public forum where instructional strategies are presented and how parents can provide support at home. Parents are an integral part of the school site school improvement team. Both parents and teacher attend where we partner to improve student involvement, parent awareness and brainstorming ideas to improve this partnership. This is also a platform to share integral components of parent awareness – report card progress; boundary information; Iowa Assessment results; and school wide behavior support systems – PBIS.

G. Consolidated Programs 1114(b)(7)(B)

If the programs are consolidated, list the specific Federal, State and Local programs that will be consolidated in the schoolwide program. Examples might include programs such as nutrition programs, housing, Head Start, adult education, homeless education, etc.

- The district continues a long history of community collaboration designed to maximize resources that promote student successes. The title program is coordinated at the district level by the Director of Learning and Collaboration. Centralized coordination enable unified hiring, training, purchasing, payroll, and training services. The contracted services of School Resource Officers are negotiated by the district Superintendent with the Chief of Police and City Council. The SRO provides support to schools and families in the forms of classroom lessons, relationship-building, attendance monitoring and home supports per parent request.
- A school nutrition program provides breakfast and lunch meals and resources within Bluff.
- Bluff Elementary has a before and after school program for students needing additional assistance.
- Bluff Elementary works with the Homeless Administrator to address the education needs of homeless students. This includes allowing students to stay at Bluff even when they move out of the boundaries.

H. Monitoring and Revisions §1114(b)(3)

This schoolwide plan and its implementation shall be regularly monitored and revised based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. How do you plan to monitor and revise this plan?

Insert response here.

The principal at Bluff is responsible for evaluating teacher's performances through the systematic use of Title I in the building. The Director of Learning and Collaboration is responsible in ensuring the principal is informed as to state or federal requirements for Title I. Parents and teachers are encouraged to complete surveys each spring

on the program's effectiveness. The results of these surveys are gathered and analyzed by the Director of Learning and Collaboration and sent to the school's Leadership team which analyzes results along with school-wide data before sending recommendations in modifications or changes. The recommendations are sent to the Director of Learning and Collaboration who then submits the school-wide plan to the state.

Bluff Elementary School will evaluate annually the effectiveness of focusing on data analysis. The staff will examine data as it impacts student achievement proficiency to maintain percentage of student to 90% proficient in Reading and 90% in Math Total for all students.

Bluff School will share all student assessment results at the Parent\Teacher Conferences held both in November 2017 and March 2018.

I. **Required for Secondary programs §1114(b)(7)(A)(iii)(II)**

Dual or Concurrent Enrollment programs for Secondary Schools (Address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards; training for teachers, and joint professional development for teachers in collaboration with Career and Technical educators and educators from institutions of higher learning; tuition and fees, books, required instructional materials for such program, and innovative delivery methods; transportation to and from such program.)

N/A